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ORIGINAL

VOLUNTEERISM:
A Manual For Implementation

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ACKNOWLEDGEMENTS

The Manual was prepared pursuant to Grant Number G008302282 from the Office of Special Education Programs, U. S. Department of Education. Contractees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions, therefore, do not necessarily represent the Department of Education's position or policy. The contents of this book are presented for information purposes only; no endorsement is made.

Prepared by the Volunteers In Partnership With Parents
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May, 1986

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DOCUMENT RESUME

ED 271 927 EC 190 236

AUTHOR	Nelson, Lynda A.; And Others
TITLE	Volunteerism: A Manual for Implementation.
INSTITUTION	East Carolina Univ., Greenville, N.C.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	May 86
GRANT	G008302282
NOTE	56p.; For the handbook for volunteers, see EC 190 237.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Child Rearing; *Disabilities; Early Childhood Education; *Family Programs; *Helping Relationship; Parent Participation; *Parent School Relationship; *Program Development; Program Implementation; *Volunteers
IDENTIFIERS	*Volunteers in Partnership with Parents

ABSTRACT

The manual is based on experience with a program developed by the Volunteers in Partnership with Parents Project (VIPP), in which volunteers were used as partners to families with young handicapped children. Preparation factors are considered, including planning for specific tasks of volunteers and providing adequate training to the staff. The VIPP program is designed to help reduce parental isolation and stress by providing support and help with caregiver responsibilities. The program established a Parent Partner Plan which identifies the family's strengths and needs. The VIPP staff extended the volunteer approach to the day care program. Guidelines are offered for recruiting, monitoring, and recognizing volunteers. Appended materials include sample job descriptions of staff roles, a flow chart of the volunteer program in a developmental day care center, and a disciplinary policy for managing inappropriate behavior. (CL)

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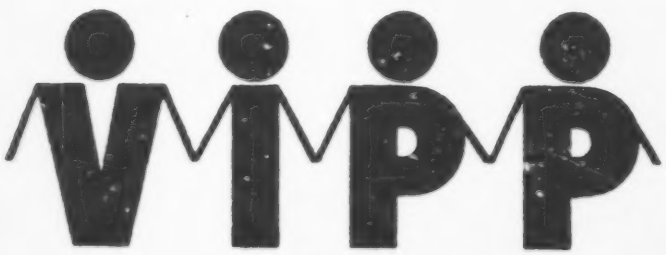
FORWARD

The singular purpose for writing this Manual is to provide administrators and program supervisors a practical guide, based on actual experience, on how to establish and maintain volunteer services. The focus of the Volunteer In Partnership With Parents Project is the use of volunteers as partners to families who have young handicapped children. The project staff also decided to establish a volunteer program that assisted in the daily operations of the developmental day care center. The use of volunteers at the day care center was not originally planned for in our grant, but became an easy extension of our work with the volunteer partner model. The staff believes that these two volunteer models could be applicable to other kinds of programs.

The use of volunteers as parent partners is a new concept in the field of special education. It has proven to be a viable family intervention strategy that is specifically targeted for rural settings. It is not uncommon for the necessary support networks to be missing or in adequate supply from the cascade of human services in sparsely populated areas. However, the VIPP staff believes that by adding a volunteer partner model, many agencies that serve families with significantly handicapped children can anticipate the needed follow-through of their recommendations and treatment will be accomplished. Parents now have someone who is available to specifically help them with their handicapped child. Specific family needs and objectives to meet them have been identified in the Parent Partner document. Thus, we believe the potential for the volunteer partner model to make a significant difference in the lives of handicapped children, their families, and the agencies that serve them is great. For additional information, the reader is referred to A Handbook For Volunteers. The handbook was written for volunteers in either role as a parent partner or a helper in a day care setting.



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III

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Getting Ready For A Volunteer Program

Volunteerism is not something new or fashionable, however, volunteer services have gained increasing attention from program administrators and supervisors during the last decade. The heightened interest in volunteer programs is due, in part, to the expanding role of the nonprofit sector in our society. The increase in the number of programs and resources in human services has been possible by the use of volunteers--individuals who are willing to donate their time and talents to others. By utilizing volunteers, many organizations and agencies have taken on greater responsibilities, but without the necessary supporting funds. Thus, the accomplishment of program goals become intricately linked to the success of an organization's volunteer programs.

Once an organization decides that volunteers are needed, then a host of managerial decisions must be made. Decisions must be made about the role of the volunteer in the organization, the recruitment, the training and evaluation procedures to be used, and the strategies needed to implement a volunteer program. These are only a few of the key decisions that an

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administrator must address when planning a volunteer program. It is understood that an administrator must believe in the value of a volunteer program, and he/she must be willing to make the needed commitment of resources and time to support such a program. Only with this level of commitment can a volunteer program return dividends to the organization. This is a manual for individuals in decision-making roles who are considering the establishment of volunteer services as a means to increase their organization's effectiveness. The information that is contained in this Manual is based upon the experiences of one program's efforts to establish volunteer services.

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Below are summarized some key points to follow in getting ready for a volunteer program.

1. Think about why you want to use volunteers in your organization.

2. Think about exactly what volunteers will do. Writing job descriptions is a must at this point. Be very specific in the descriptions.

3. Think about what kind of people you need in terms of work skills and attitudes to do the things that you need done. Think where and how you will find those people.

4. Think about which staff member will direct the volunteer program. "All of us" won't do; someone who is convinced of the value of the program and has the time must be assigned the job.

5. Take into account the needed continuing effort of all the other staff members who must train and supervise the volunteers.

6. Take time to prepare the staff adequately. Working with volunteers takes time and planning, but above all, it takes an accepting, welcoming attitude. Let the staff help plan the volunteer's work so that volunteers will be regarded as helpful rather than bothersome.

The Volunteers In Partnership With Parents Project is an example of an organization that uses volunteers in several program areas as a way to meet the organization's goals. The staff believes the project model of volunteer programs--that is, the volunteer parent partners and the day care volunteers--is adaptable to many other agencies that also serve families and their handicapped children.

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Description of The Volunteers In Partnership With Parent Project

Volunteers In Partnership With Parents, VIPP, is a federally funded, model demonstration project for handicapped children from birth to age six. The children all have significant developmental delays and many of them have concomitant physical and health problems.

The VIPP Center is located in a rural geographic area in the Southeastern part of the United States. The 28,000 citizens of this rural county primarily engage in farming and agriculturally-related work. Although the area is limited in economic resources, it is thought to be rich in potential human resources.

Educators, mental health specialists, and health care professionals are critically aware of the unending demands that most families experience who have significantly handicapped infants and young children. Many of these parents report feeling isolated, and physically and mentally exhausted from providing the tremendous amount of needed care to their handicapped child.

The VIPP Project was established to serve these families with preschool handicapped children. Two early intervention models are available for the children depending upon their ages. For the infants and toddlers a home-based program is available that includes weekly visits by classroom staff, and monthly visits by other specialists (e.g., physical and occupational therapists, and speech consultants). The older children participate

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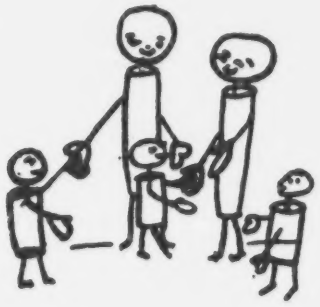
in a full day developmental day care program that operates five days a week. The children's day consists of planned activities in the learning domains of: self-help skills, language and speech skills, physical skills, and social skills. The previously identified specialists also are available to the Center enrolled children.



During the two years of the VIPP Project's operations, the enrollment of children in the two programs has fluctuated. For the first year, there were eight children enrolled at the Center, and five children in the home-based program. Due to attrition because of age and the identification of newly eligible children, the enrollments ranged from seven to ten children for the Center program, and from three to five infants in the home program during the second year of operations. The funded staff positions include a lead teacher, a classroom aide, a half-time parent trainer/volunteer coordinator , a secretary, and a project director.

Besides the establishment of the two early intervention models, a primary focus of the demonstration

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project is the development of a volunteer model that interfaced with the children's programs. This is accomplished by the implementation of a volunteer partnership program. The research literature on handicapped early childhood intervention programs has identified the added benefits to children by involving their parents in training activities. Oftentimes feelings of stress and isolation can be major stumbling blocks to affective parenting. The VIPP Project model attempts to provide for parents' needs by including a volunteer partner to work with each family. A volunteer partner is someone who can assist a parent by providing many of the caregiving tasks, and by giving the much needed emotional support that can make raising the special needs child less demanding and in some cases less of a burden.

In addition to the Volunteer Partnership model, a volunteer program to assist in operating the developmental day care program was established.

Planning and Establishing A Volunteer Partner Program

In establishing a volunteer partner program, it is important to be aware of why there is a need for such a program. As noted earlier, most parents of special needs children express that they experience feelings of isolation, and often feel overwhelmed with the many responsibilities and resulting stresses involved in

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caring for their child. The ultimate goal of a volunteer partner program is to begin to alleviate parents' feelings of isolation and stress by providing social and emotional support, and assistance with the caregiving responsibilities. The process involves identifying or "recruiting" a volunteer partner for each family represented in the program, providing the volunteer partner with an orientation to the program, and providing ongoing training and recognition for the volunteer partner. To further address a family's needs, a Parent Partner Plan is written which identifies specific goals and objectives for each parent and their partner.

Each family is responsible for choosing their volunteer partner, therefore, a family may recruit their partner from a variety of sources including other family members (but not spouses), friends, neighbors, church members, etc. Having the families identify their partners serves two purposes:

(1) it promotes a feeling of "ownership" in the program, and,

(2) places responsibility on the families to become active participants in the parent/partner process.

Evidence has shown that many families living in rural areas have large social networks available to them, thus

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the recruiting of a partner is usually a simple activity. However, in families where support is not readily available, project staff may help facilitate the process of recruiting a volunteer partner.

During the orientation phase, a thorough discussion of the purpose and function of the VIPP Project is essential. Included in this discussion should be the philosophy of early intervention and its benefits to the special needs children. The importance of parental involvement in such programs should be addressed, as well as the special challenges faced by parents when raising a child with a handicapping condition. By sensitizing the partners to the special needs of the parents, the partners are then better able to see how they can help. The Volunteer Coordinator encourages all parent partners to visit the developmental day care program, and shares with them available printed and audio-visual information about the project. Program brochures, newsletters, scrapbook containing newspaper clippings and other memorabilia, and a slide presentation about the VIPP Project are reviewed during the visit.

Throughout the orientation time, it is important to discuss how the concept of the "volunteer partner" is a way to enhance existing support that is already available to families. Therefore, the support that is already being provided by the volunteer partner is

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merely structured in such a way as to focus help to meet the special needs of the family. This "structure" is provided when the Parent Partner Plan is established.

The Parent Partner Plan, (PPP) is similar to a child's Individualized Education Plan (IEP) as it identifies the family's strengths and needs. The parent and their partner, with the guidance and leadership provided by the Volunteer Coordinator, identify specific goals and objectives aimed at meeting the family's needs. In our project, the goals that are most often identified relate to the families' needs for respite services, transportation to appointments for the children, stimulation activities for the child at home, and behavior management techniques. The family's identified strengths, needs, goals, and objectives are recorded on the Parent Partner Plan form (see Appendix A), as well as the identification of the individual (i.e., parent or volunteer partner) who will be responsible for the implementation of each objective listed. The parents and their partner are each given a copy of the Plan to keep so that they can refer back to it if necessary.

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The Plan is routinely reviewed by the parent, the partner, and the Volunteer Coordinator so that new goals may be established to replace those goals which were accomplished. The review process provides the project staff an opportunity to monitor the progress, or lack of, and to offer suggestions for those goals that appear difficult to reach. The review of the Plan is on a bimonthly schedule (see Appendix B), and it is initiated by the Volunteer Coordinator by telephone or during a home visit. Making a home visit is a more effective way to make contact, however, scheduling conflicts usually make telephoning necessary.

The Parent Partner Plan determines the training needs of the volunteer partner. Training methods and intensity vary depending upon the skills needed to accomplish the stated goals and the existing level of skills of the volunteer partner. Individualized training, attendance of monthly group educational/support meetings, and observation in the developmental day care program are training methods used in the VIPP Project.

The volunteer partners are provided ongoing recognition by the family with whom they are paired in their day-to-day relationship with that family. Partners are rewarded with the knowledge that they are a valuable source of social and emotional support to the family and they are in a position to have a positive impact on the

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the family. Volunteer partners take great pride in knowing they are needed by a family and that their contributions make a difference.

Program staff may give recognition to volunteer partners in the form of letting the partner know that he or she is appreciated and needed. Volunteer partners are also regularly "highlighted" in monthly newsletters and published newspaper articles.

Plannning And Establishing Volunteer Services For A Day Care Center

Developmental day care programs are similar to regular day care programs but with the major difference being the handicapping conditions of the children. Thus, developmental day care programs are labor intensive: there is a high staff to child ratio. The VIPP staff, like many other staffs of developmental day care programs, finds it extremely helpful to have additional adults who can assist in the classroom, or who can help attend to the specialized needs of a specific child. This extra help can be met through volunteer services.

The total staff was involved in the decision regarding the use of volunteers in the day care program. The Volunteer Coordinator was given the responsibility for the overall operation of the Center's volunteer services. However, because of the part-time work schedule, other staff members shared this supervisory responsibility. The VIPP Project was a newly established program in the community, thus awareness and education

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about the Project were important activities along with the recruitment of volunteers.. Also, it was learned that few other agencies in the town where the Center is located use volunteers, therefore, a pool of so-called seasoned volunteers to tap for starting our program was unavailable.

However, with these caveats, the VIPP staff established a plan for volunteer recruitment. From our reading about "volunteerism" and our conversations with other individuals who also were involved with volunteer programs, we learned that the recommended strategy for recruitment is through networking or the "grapevine" approach. This initially seemed difficult for us to do, as we were just getting the VIPP Project implemented and the staff was not from the immediate community.

Our monthly newsletters, our contacts in the community, and just "word-of-mouth" resulted in numerous inquiries and subsequent volunteer applicants. Some time later when the Center was in need of additional volunteers, and we were getting few responses from the "grapevine" approach, the Volunteer Coordinator placed

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advertisements in the local weekly newspaper and distributed posters and flyers to places of business and other agencies. Our experience has been that this is not a very effective recruitment strategy. We did not have the response that was hoped for, and some of the individuals who did respond were judged to be inappropriate volunteer applicants upon conducting reference checks. Another result that occurred whenever we did more "public" recruitment was that many prospective volunteer applicants became disinterested in following through with their applications when they learned of the formalized procedure for orientation, training, and evaluation. In other words, they seemed to be interested in doing volunteer work if they did not have to make much of a commitment.

The staff prepared written job descriptions for several volunteer jobs in the day care program (see Appendix C). The developmental day care program is required to operate with a state day care license; therefore, the staff needed to refer to the regulations regarding the restrictions and policies that affect volunteers. For example, in our state there are age minimums and health examination requirements to be followed for anyone (paid or unpaid) who works with day care enrollees.

The project staff made decisions about who would be in charge of the selection and assignments of new volunteers and who would be responsible for their orientation,

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training, and evaluation. Since we were new at volunteer services, we found it necessary to refine our procedures as we went along. Appendix D contains the flow chart that depicts the volunteer program that was established at the developmental day care center. We share with our readers what we have found to be effective strategies for implementing a volunteer program, and we share some particular troublesome points that we experienced.

The orientation to the developmental day care program involves meeting individually with the Volunteer Coordinator for an overview of the VIPP Project and explanation of the requirements and expectations of volunteers. Selection of a specific volunteer assignment is accomplished by matching the interests and skills of the prospective volunteer with the volunteer job descriptions needed, and going over the required forms (i.e., confidentiality statement, health form, and disciplinary policy for children, see Appendice E, F, & G). The initital orientation session typically includes meeting the rest of the project staff and spending a brief time observing in the classrooms. The staff prepared a Volunteer Handbook that is loaned to each volunteer to read, and to refer to as needed. The prospective volunteer and classroom staff establish a schedule for the volunteer to come back and observe for a longer period of time and to begin some

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actual volunteer assignments. Due to the structure of our program, the training of day care volunteers is done individually and by an on-the-job training approach. The classroom staff is responsible for supervising the volunteers, and informally providing the necessary training through discussions and demonstration of teaching techniques to use with the children.

The volunteers are invited to participate in most project activities such as weekly staff meetings, staff development activities, and planned social events. Such involvement helps to foster a further commitment to the program while providing a better understanding for the project. However, it is our experience that most volunteers are neither interested in this level of participation nor do they have the time to participate.

Recognition of volunteers for their services involves a total staff effort. Each staff member tries to be friendly and appreciative of the volunteers and to show a genuine concern for their well-being. Sending birthday and get well cards, mentioning volunteers in newsletters and in newspaper articles are other ways to recognize volunteers. All the day care volunteers are asked to sign-in the date and length of time that they provide services. This information is useful to project staff in a number of ways. It provides a record of the total hours that a volunteer gave services. Formal recognition of volunteer hours is made

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through the awarding of special volunteer insignia pins and volunteer certificates. These can be purchased through some school and office supply companies, and some state level agencies may be able to provide them.

To summarize the strategies for volunteer recognition:

1. The staff is friendly and expresses appreciation and genuine concern for the volunteers.
2. Invite the volunteers to participate in your organization's functions such as staff meetings, training programs, and social events.
3. Include mentioning volunteers in newsletters and other media events.
4. Award certificates and/or pins in recognition of volunteer services. For the high school volunteers, this was done at the annual awards day program at their school.

For the volunteers at the developmental day care program, the staff established the policy that volunteer evaluation would be the responsibility for whomever was the volunteer's immediate supervisor. Although some organizations have a formalized paper and pencil evaluation, such a procedure was found to be too intimidating to our volunteers. Instead, depending upon the needs of the volunteer, a conference is scheduled to go

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over their performance. The staff evaluator also asks for the volunteer's feedback and suggestions. When to schedule the evaluation conference seems to depend upon several factors: the amount of time the individual volunteered, and the judgement of the supervisor. An important goal of the evaluation procedure is to establish open communications between the staff and volunteers. We have found it especially important to continually inform and educate our volunteers regarding the teaching methods used with the special needs children. This circumvents potential misconceptions and misinformation from being discussed outside the Center.

Points to consider when conducting volunteer evaluations:

1. The evaluation should be a planned conference between the volunteer and the immediate supervisor.
2. The volunteer can expect honest, but constructive feedback regarding their performance. And suggestions for change will be given when appropriate.
3. The volunteer's suggestions and comments should be solicited.

Regardless of all your efforts for retention of volunteers, the staff must be realistic and not expect a volunteer to continue indefinitely. Family obligations, securing employment, and health concerns are some of the reasons why volunteers discontinue their

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services. But, we also found that some volunteers just stopped coming for no apparent reasons. We made follow-up contacts with these volunteers and sent them letters of appreciation. The staff was conscientious regarding the potential for burn-out of volunteers. However, in some cases, we felt this was the reason the volunteer quit. These were the volunteers who were anxious to start working with the children, and they had over-commited their time of volunteering. It became a project staff decision to discourage the new volunteer from intense scheduling their time, although there were many days when the extra help would have been truly appreciated.

Don't Let One Bad Apple Spoil The Bunch

What to do when a volunteer doesn't work out? Although such circumstances are unpleasant to consider and more so to deal with when they happen, they do occur. The VIPP staff experienced two instances when the volunteers in the developmental day care program were thought to be deterimental to the children or to the project. In both instances, the staff felt that

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necesary strategies were used to terminate the volunteers. In one case, the volunteer clearly violated the confidentiality of information. On that basis the Volunteer Coordinator was responsible for confronting the volunteer and dismissing the individual from further services at the Center. The same procedure was followed with another volunteer whose classroom behavior and verbal interactions with the children were inappropriate. These behaviors did not improve after discussing them with the immediate supervisor. Things to remember:

1. Some volunteers may not work out.
2. The staff should have a preplanned procedure that includes the identification of what infractions will call for immediate dismissal and which infractions will result in a conference with the volunteer's supervisor.
3. A general rule is to handle volunteer dismissal similarly to dismissing a staff person.

The Volunteer Coordinator's Role

In order to coordinate the various volunteer-related activities, it is important to have on staff one person who will be responsible for managing the program. In the VIPP Project, a Volunteer Coordinator assumes this responsibility. The qualifications for this staff position includes knowledge about handicapping conditions, child development, and experience in working with special needs children and their families. The amount of time devoted

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to the position will be determined, in part, by the size of the program. With the relatively small size of the VIPP Project, the decision was made to establish a half-time position (20 hours per week).

The following responsibilities are included in the Volunteer Coordinator's job description.

1. The Volunteer Coordinator is responsible for the recruitment, orientation, planning, and organizing recognition activities, along with the ongoing management of the volunteer programs. Assistance with these activities is provided by staff as needed.

2. This person assists the parents with identifying their volunteer partner when needed.

3. When the volunteer partner is identified, the Volunteer Coordinator provides guidance and leadership in developing with the parents and the partner a Parent Partner Plan.

4. The Volunteer Coordinator schedules bimonthly conferences with parents and partners to evaluate the progress of their Parent Partner Plans and to update and revise the Plan's goals when appropriate.

5. The Volunteer Coordinator is responsible for collecting data on each family by conducting needs assessment interviews, and administra- of various social and attitudinal questionnaires. These data are useful in the development of the Parent Partner Plan.

6. The Volunteer Coordinator is responsible for planning and organizing the monthly support/educational group meeting to address the parents' and volunteer partners' expressed needs.

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Things To Keep In Mind

1. Volunteer services can become a viable means for many organizations to meet their goals and to accomplish their missions.

2. Many human service agencies that serve handicapped clientele are understaffed, thus they could establish volunteer programs to help meet their clients' needs.

3. Dynamic volunteer programs take preplanning along with a commitment from the total staff of their resources and time.

4. Individual volunteers respond to nurturing and to "TLC" (tender loving care). And they are worth the effort!

5. It is important to continue to have dialog with other persons who also operate volunteer programs, as the sharing of information is invaluable.

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APPENDIX A

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VIPP PROJECT

PARTNERSHIP PROGRAM PLAN

_____
Date of PPP Conference

		Phone Where You Can Be Reached During The Day
I.	Parents: _____	_____
	_____	_____
	Partner: _____	_____
	Child: _____	
	Home-based _____ Center-based _____	

II. Needs Assessment Procedures — Date

III. Strengths — Needs

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IV. Goal: _____

_____

OBJECTIVES	PERSON RESPONSIBLE	BEGINNING & ENDING DATES	REVIEW DATE	PROPOSED METHOD OF EVALUATION

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V. Annual Review of Goals Date _____

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VI. VIPP Activities Parent and Partner Participate in:

Parent:

Activity	Frequency of Participation

Partner:

Activity	Frequency of Participation

VII. Persons present at PPI Conference:

_____	_____
_____	_____
_____	_____

_____	_____
Parent/Guardian's Signature	Partner's Signature

_____

_____	_____
_____	_____

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APPENDIX B

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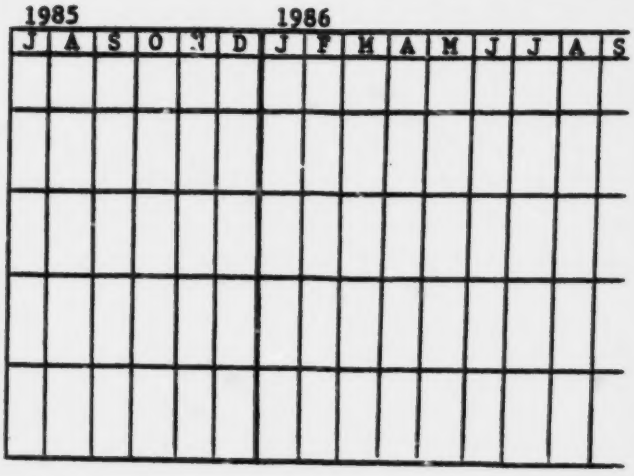
PARENT/PARTNER PLAN FOLLOW-UP

(Conference Progress Notes Are Available
In Parents' Charts)

Name of Parent(s):_____ Date of Contact:_____

Key: ✓ = yes
• = no



Parent has a copy of P/P Plan. ————

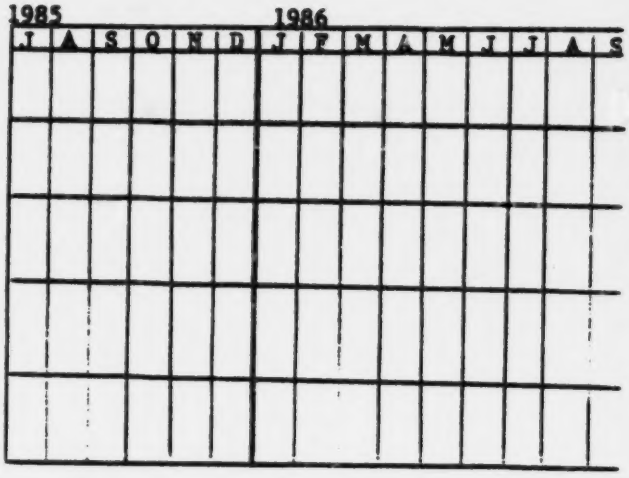
It is apparent the parent has been working on goals and activities. ————

The parent understands what is expected of him/her regarding the P/P Plan. ——

The parent has contacted the partner for assistance with executing the P/P Plan.

The P/P Plan needs revision. ————

Name of Partner:_____ Date of Contact:_____



Partner has a copy of P/P Plan. ———

It is apparent the partner has been working on goals and activities. ———

The partner understands what is expected of him/her regarding the P/P Plan. ——

The partner has been available to offer assistance to the parent with executing the P/P Plan. ——————

The P/P Plan needs revision. ————

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APPENDIX C

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Classroom Assistant

MAJOR OBJECTIVES: Assist classroom personnel by providing activities for developmentally delayed children.

MAJOR RESPONSIBILITIES: Assist in group activities.

Assist in training of activities of daily living.

QUALIFICATIONS: Knowledge of characteristics of exceptional children.

Ability to communicate well with children and staff and parents.

TRAINING AND/OR PREPARATION: Orientation to program.

Period of observation of classroom procedure.

Direct training of specific activities of daily living.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Head Teacher

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Materials Developer

MAJOR OBJECTIVES: To provide service to the VIPP Program by developing materials for wall decoration and classroom use.

MAJOR RESPONSIBILITIES:

1) Make decorative items to decorate Center walls.

2) Make items for classroom use.

3) Preparations for home program.

QUALIFICATIONS: Person must possess ability to draw and write well.

TRAINING AND/OR PREPARATION:

1) Orientation to program.

2) Ongoing training by teacher and/or aide.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Head Teacher

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: VIPP Fundraiser and Donations Assistant

MAJOR OBJECTIVE: Provide assistance to program by raising funds and soliciting donations.

MAJOR RESPONSIBILITIES: Assist VIPP Staff with the planning, organization, and implementation of fundraising activities and soliciting of donations. Will include making phone calls, visiting businesses and agencies, making posters, writing letters, and keeping records.

QUALIFICATIONS: Must have outgoing, pleasant personality, enjoy meeting people, have knowledge of fundraising and public relations activities, and be an effective communicator.

TRAINING AND/OR PREPARATION: Orientation to program.

Ongoing supervision and training.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: VIPP Director

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Kitchen Assistant

MAJOR OBJECTIVES: To assist with kitchen jobs to give the teacher more time with the children.

MAJOR RESPONSIBILITIES:

1) Put up supplies and rotate supplies.
2) To prepare food (breakfast and snacks)
3) To transport lunches and help get them ready for serving.
4) To help clean up after meals.

QUALIFICATIONS: Desire to help.

TRAINING AND/OR PREPARATION: Orientation to kitchen and schedule of meal times and menus.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Educational/Developmental Aide

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Childcare Worker Assistant

MAJOR OBJECTIVES: To provide childcare for parents to give them freedom for teacher discussions and meetings.

MAJOR RESPONSIBILITIES: Take care of siblings of the children enrolled in the program during conferences.

QUALIFICATIONS: Prefer someone who has had childcare experience.

TRAINING AND/OR PREPARATION: Become familiar with facilities.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Educational/Developmental Aide

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Recreational Assistant

MAJOR OBJECTIVES: Assist teacher in developing leisure activities of special needs children and providing supervision of these activities.

MAJOR RESPONSIBILITIES: Assist with supervision of children in recreation activities.

Assist teacher in play therapy activities.

QUALIFICATIONS: Knowledge of characteristics of exceptional children.

Knowledge of developmental sequence of children.

TRAINING AND/OR PREPARATION: Orientation to program.

Observation of recreational activities with children and teacher.

Ongoing instruction and feedback.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Head Teacher

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Gross-Motor Skills Assistant

MAJOR OBJECTIVES: Assist classroom personnel by providing gross-motor/physical therapy activities for children.

MAJOR RESPONSIBILITIES: Provide gross-motor and/or physical therapy activities for specified children.

QUALIFICATIONS: Knowledge of characteristics of exceptional children.

Willingness and ability to provide "hands on" activities to exceptional children.

Knowledge of gross-motor development (helpful)

TRAINING AND/OR PREPARATION: Orientation to program.

Observation of Physical Therapist and training in the provision of activities.

TIME AND PLACE:

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Head Teacher

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VIPP VOLUNTEER JOB DESCRIPTION

TITLE: Developmental Tutor

MAJOR OBJECTIVES: Assist VIPP Staff by providing one-on-one supervision and stimulation with a particular child.

MAJOR RESPONSIBILITIES: Engage in play activities with the child which promotes the developmental skills targeted by the teacher.

QUALIFICATIONS:

1) Interest in working with a young, handicapped child.

2) Knowledge of basic child care.

TRAINING AND/OR PREPARATION:

1) Orientation to program.

2) Observation of teacher and/or educational/developmental aide.

3) Ongoing training provided by teacher.

TIME AND PLACE: Monday, Wednesday, and Friday; 2:00 - 3:00 p.m.

LENGTH OF COMMITMENT:

ON-THE-JOB SUPERVISION:

NAME AND TITLE OF SUPERVISOR: Head Teacher

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APPENDIX D

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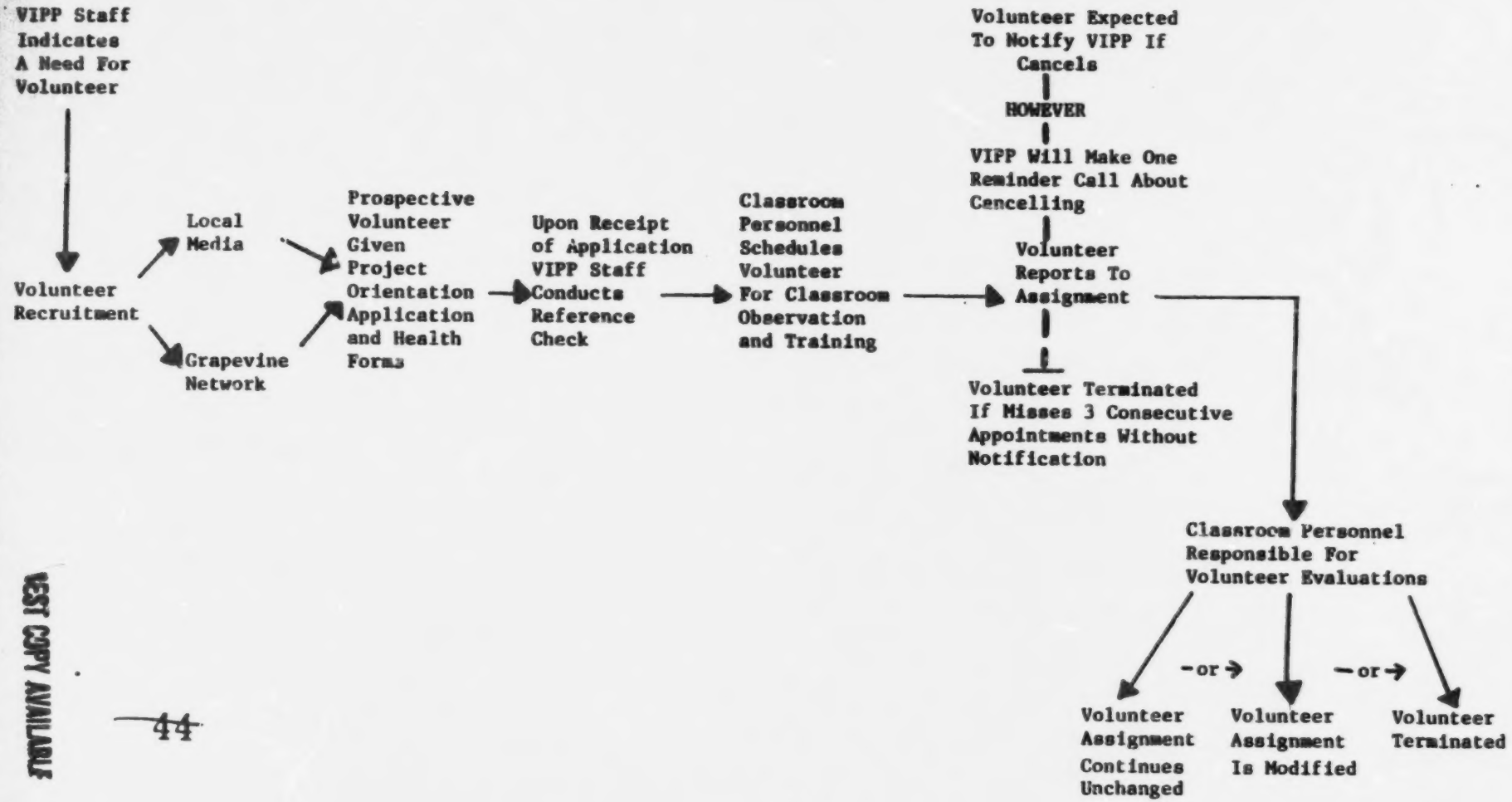
FLOW CHART FOR: VIPP CLASSROOM VOLUNTEER PROGRAM


VIPP Staff Indicates A Need For Volunteer
Volunteer Recruitment
Local Media
Grapevine Network
Prospective Volunteer Given Project Orientation Application and Health Forms
Upon Receipt of Application VIPP Staff Conducts Reference Check
Classroom Personnel Schedules Volunteer For Classroom Observation and Training
Volunteer Expected To Notify VIPP If Cancels
HOWEVER
VIPP Will Make One Reminder Call About Cancelling
Volunteer Reports To Assignment
Volunteer Terminated If Misses 3 Consecutive Appointments Without Notification
Classroom Personnel Responsible For Volunteer Evaluations
-or→
-or→
Volunteer Assignment Continues Unchanged
Volunteer Assignment Is Modified
Volunteer Terminated

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VIPP Center Volunteer Program Procedures

1. At weekly staff meetings routinely discuss status and volunteer needs. Assign a staff person to be responsible for recruitment if additional volunteers are needed.

2. An available staff person can respond to prospective volunteer inquiries by phone or face-to-face contact. Information to provide the individual includes:

   (a) general information about the children's handicaps and their functioning levels compared with normal children;

   (b) brief description of the different programs offered by the VIPP Project;

   (c) description of a typical day at the Center with examples of volunteer assistance.

   Give an explanation of the procedure for becoming a VIPP volunteer:

   (d) prospective volunteer completes application and health forms;

   (e) VIPP staff conducts a reference check, and

   (f) VIPP classroom personnel schedules appointment for prospective volunteer to attend an orientation and to observe in the classroom.

   Give or mail the following to prospective volunteer:

   (g) VIPP brochure;

   (h) copy of classroom volunteer job description;

   (i) VIPP Volunteer Application, and

   (j) Day Care Health Questionnaire.

3. The completed volunteer application and health forms are placed in the VIPP director's mail box. She is responsible for conducting reference checks for applicant and for notifying classroom personnel of applicant's status. The applicant's materials will be filed in the prospective volunteer folder.

4. Classroom personnel will review applicant's information and decide about using the applicant as a volunteer. The scheduling for the volunteer orientation and classroom observation will be handled by classroom personnel.

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5. During the initial orientation, the classroom personnel is responsible for explaining and providing a copy of the VIPP Volunteer Handbook, obtaining the volunteer's signed Service Agreement, Confidentiality Statement, and VIPP Medical Emergency Plan for Employees and Volunteers.

6. When the volunteer is scheduled for his/her assignment, an individual folder is prepared and filed under "Active Volunteers". The classroom personnel is responsible for recording in the volunteer's folder "no-show" data. One reminder call will be given for an unexcused no-show and a volunteer is terminated after three consecutive missed appointments.

7. Classroom personnel is responsible for explaining and implementing the evaluation process with classroom volunteers, and making changes in volunteers' assignments. Each volunteer is encouraged to give VIPP staff feedback regarding their satisfaction of being a volunteer and their suggestions for improving the volunteer program. A volunteer suggestion box is available.

8. The Volunteer Coordinator is responsible for maintaining: data on volunteer hours to be used in various VIPP Project reports and records, current information in the VIPP Volunteer Handbook and in volunteers' file folders.

9. The Volunteer Coordinator is responsible for providing leadership and delegating responsibilities to VIPP staff regarding volunteer recognition activities.

10. The VIPP staff shares the responsibilities for planning, operating, and assessing the effectiveness of the VIPP Center Volunteer Program.

Attached is a flow chart for the VIPP Center Volunteer Program.

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APPENDIX E

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VIPP PROGRAM

VOLUNTEER CONFIDENTIALITY STATEMENT

I understand that all information I have access to in connection with my volunteer activities regarding students and families receiving services from the VIPP Program is confidential and privileged. I agree to hold client information confidential and understand that failure to do so will make me subject to either civil action and/or suspension or dismissal.

_____

SIGNATURE

_____

WITNESS

_____

DATE

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APPENDIX F

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DAY CARE HEALTH QUESTIONNAIRE

IMPORTANT — This questionnaire must be completed by:

(1) **All staff** (including the director) once per year, after the first year of employment.

(2) **All volunteers** who are not counted in the staff/child ratio*, prior to their coming in contact with children in the day care facility and yearly thereafter.

NAME _____
Last First Middle

HOME ADDRESS _____

TELEPHONE NUMBER _____

HEALTH STATUS:

1. I am in excellent mental and physical health and am free of communicable disease. (If not, please explain) _____

2. I take the following medications regularly (please explain) _____

This health statement is accurate to the best of my knowledge. I will advise the day care center director if my health status changes.

Signature _____ Date _____

XXXX

APPENDIX G

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EXPLANATION OF DISCIPLINE

VIPP DAY CARE PROGRAM *

A VIPP Staff Member has explained the discipline and behavior management practices that are used at the Center with my child, _____. I have been given a copy of the discipline policy that is used at the VIPP Center.

_____ / _____ _____

Parent/Guardian / Date Date Child Enrolled

* This form is in compliance with the N. C. Day Care Licensing.

TO BE FILED IN STUDENT'S CONFIDENTIAL RECORD

Revised March, 1986

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#1. .0608 DISCIPLINE

The person who conducts the enrollment conference shall explain the facility's discipline practices to each child's parent(s), guardian, or full-time custodian at the time of enrollment. Each parent, guardian, or full-time custodian must sign a statment which attests that the facility's discipline practices were discussed with him/her. That statement must bear the child's name, the date of enrollment, and, if different, the date the parent, guardian, or full-time custodian signs the statement. The signed, dated statement must be in the child's record and must remain on file in the facility as long as the child is enrolled.

1. No child shall be subjected to any form of corporal punishment by the owner/operator, director, or staff of any day care facility. For purposes of this rule, "staff" shall mean any regular or substitute caregiver, any volunteer, and any auxiliary personnel, such as cooks, secretaries, janitors, maids, vehicle drivers, etc.

   a. No child shall be handled roughly in any way, including shaking, pushing, shoving, pinching, slapping, biting, kicking, or spanking.

   b. No child shall ever be placed in a locked room, closet, or box.

   c. No discipline shall ever be delegated to another child.

2. Discipline shall in no way be related to food, rest, or toileting.

   a. No food shall be withheld, or given, as a means of discipline.

   b. No child shall ever be disciplined for lapses in toilet training.

   c. No child shall ever be disciplined for not sleeping during rest period.

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A Positive Approach To Discipline

Discipline is not necessarily synonymous with punishment. The goal of effective discipline is to teach the child self control. That is, to teach the child how to live usefully and happily with him/herself and others.

Positive guidance used by caregivers in an interesting environment, suited to the child's level of development, promotes desirable behavior. Good discipline does not include the use of intimidation, fear and superior force. Good discipline results in a child who conducts him/herself in an appropriate manner even when adults are not present.

Some Acceptable Discipline Methods

A good general rule to remember is, whenever possible, before beginning an activity, explain to the children how you expect them to behave and what the consequences will be if they behave inappropriately. For example, "When we get outside, we will take turns on the swing. If you can't wait for your turn and decide to try and pull someone out of the swing, you will have to wait until the very last to have your turn." Be prepared to remind the children frequently what the rules are.

Below are some suggestions for managing specific types of inappropriate behavior. These are by no means all-inclusive. You will find more helpful information from the books and pamphlets listed at the end.

What You Can Do	When	Example
1. Redirect the child	A child knocks down another child's block tower, you might say:	"I see you are having problems, Bobby. I need for you to leave the block center and help me with setting the table for snacks."
2. Praise for appropriate behavior	Anytime, tell the child:	a. "I am pleased to see that Sandee put on her sweater by herself." b. "I like the way that Billy sat down and put his hands in his lap."
3. Provide alternatives	a. A child seems frustrated or tense, or	a. "Susan, I have some playdough for you to pound on."
	b. A child tries to hit others, or	b. "Here's a drum (or xylophone or other musical instrument) for you to play."
	c. A child tries to bite others, say to the child:	c. "You can bite this teething ring (or similar object), but I cannot let you bite Amy. I cannot let you bite people because it hurts."

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What You Can Do	When	Example
4. Embrace the child	A child is out of control, for example, having a temper tantrum:	"Hold the child firmly, but lovingly. (Do not squeeze the child tightly.) Tell the child that you are holding him/her because you love him/her and you don't want him/her to hurt him/herself or others. Speak softly and remain calm until the child also calms down.
5. Accompany the child away from the group	You've tried everything else, immediately following the misbehavior:	Take the child by the hand and lead him/her to the time out chair. If necessary, you may pick the child up and place him/her in the chair. Remain calm. Do not handle the child roughly. Speak calmly and explain why he/she must sit in the time out chair. (The time out chair should be away from the activity, but must be within the caregiver's sight so that he/she can see the child.) The longest time that any preschooler should be in time out is 3 minutes.

After a child has been disciplined, the incident is over. Show the child who misbehaved the same degree of affection and respect that you show the other children.

Resources from the Office of Child Day Care Licensing

Your Day Care Staff: Helping Them Grow and Develop, Day Care/Technical Assistance Training System and North Carolina Department of Human Resources, Office of Day Care Services.

Discipline - An Educational Tool, North Carolina Department of Human Resources, Office of Day Care Services and Coastal Institute Associates Neuse Center.

AA Day Care - A Guide for Planning, North Carolina State Office of Child Day Care Licensing.

A Guide to Discipline, Jeanette W. Galambos, National Association for the Education of Young Children.

Various one-page handouts on discipline are available upon request from the Office of Child Day Care Licensing Resource Library.

Check your local resources: Library, Community College, Developmental Evaluation Center, or the Mental Health Center.

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